

WRITE IT UP: Using Technology to Support Adolescent Writing Development

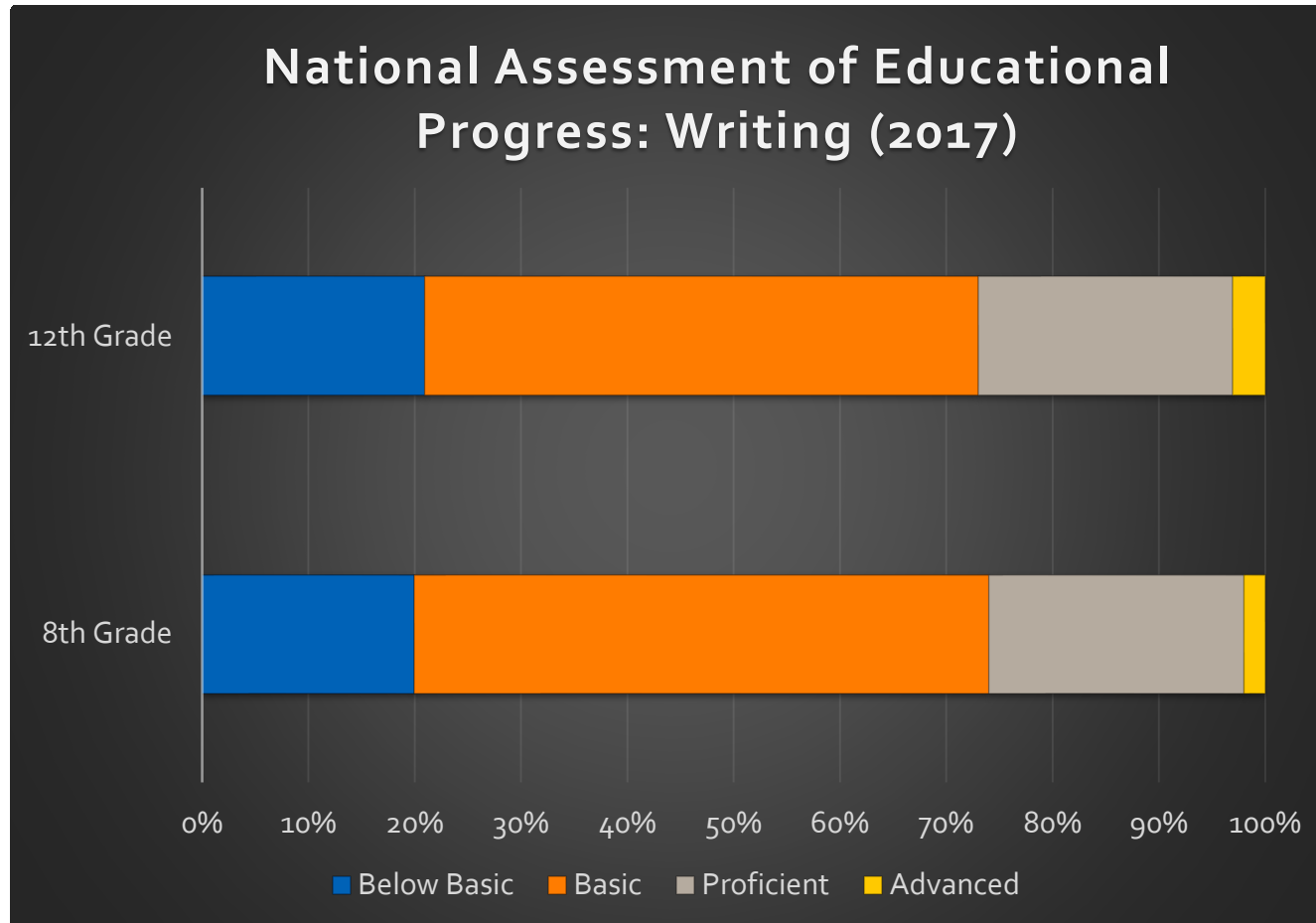
Penelope Collins, Ph.D.



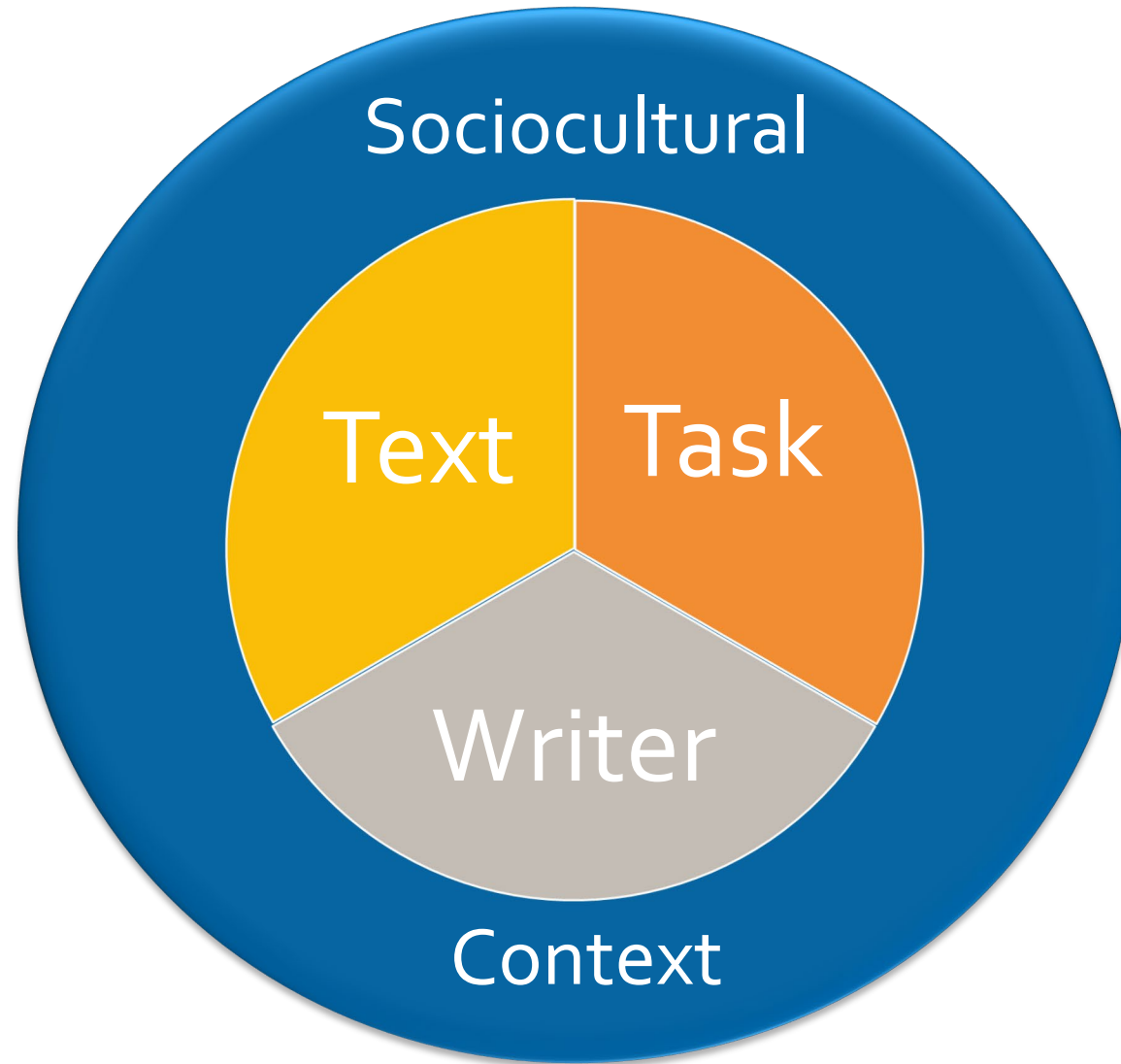
Why is writing so
challenging?



Is it just me, or
is writing
challenging?

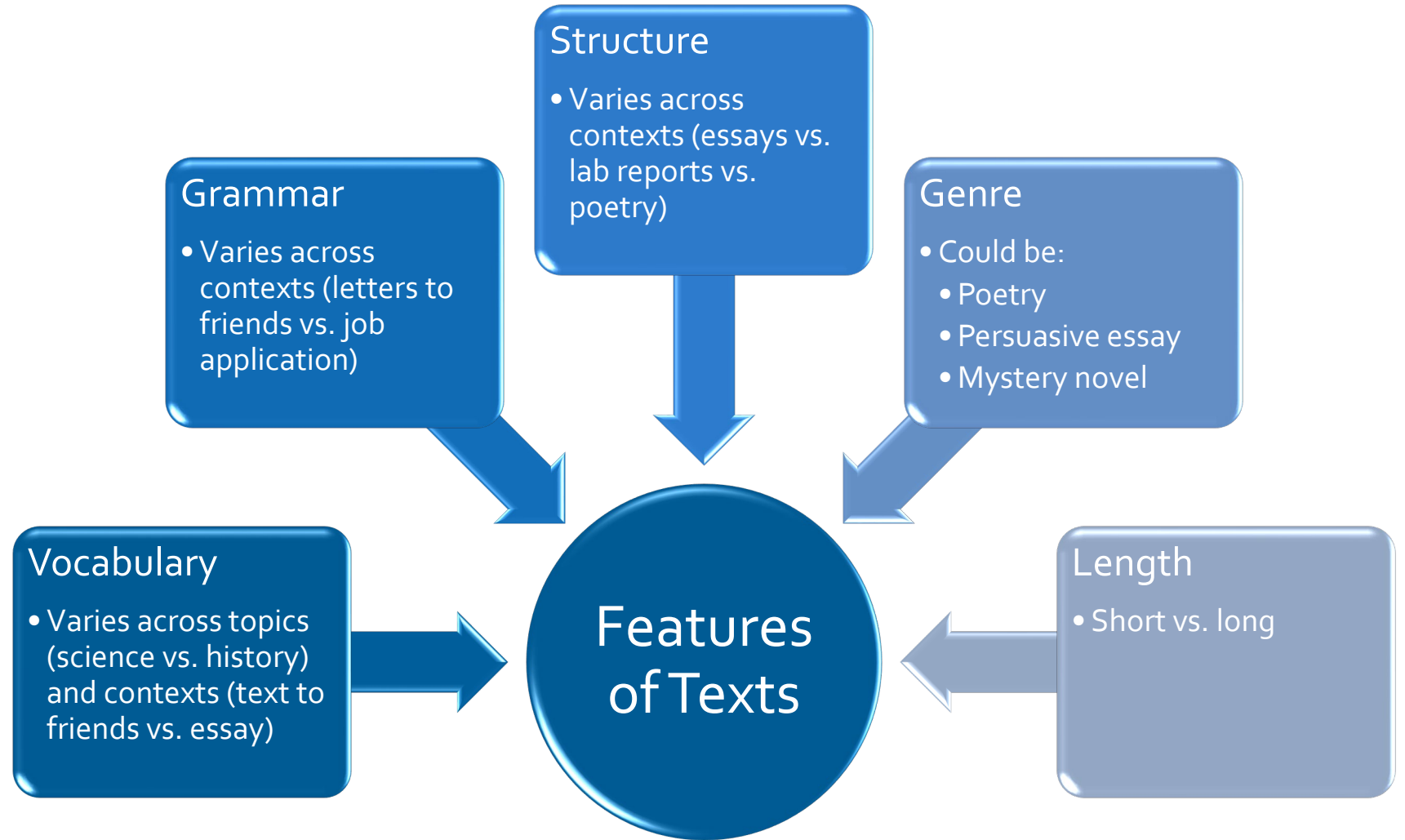


Understanding Writing

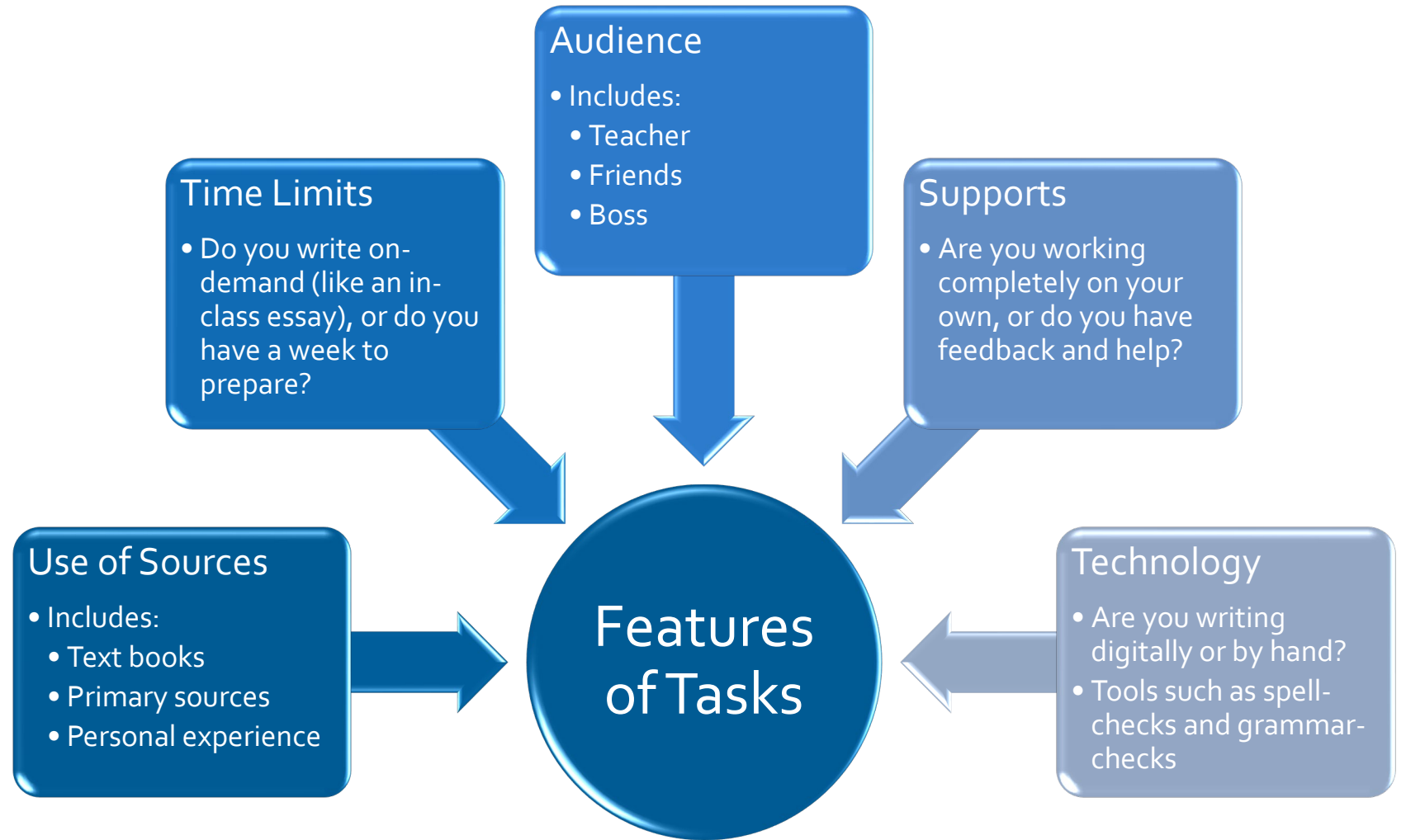


(adapted from RAND, 2002)

Features of the text vary



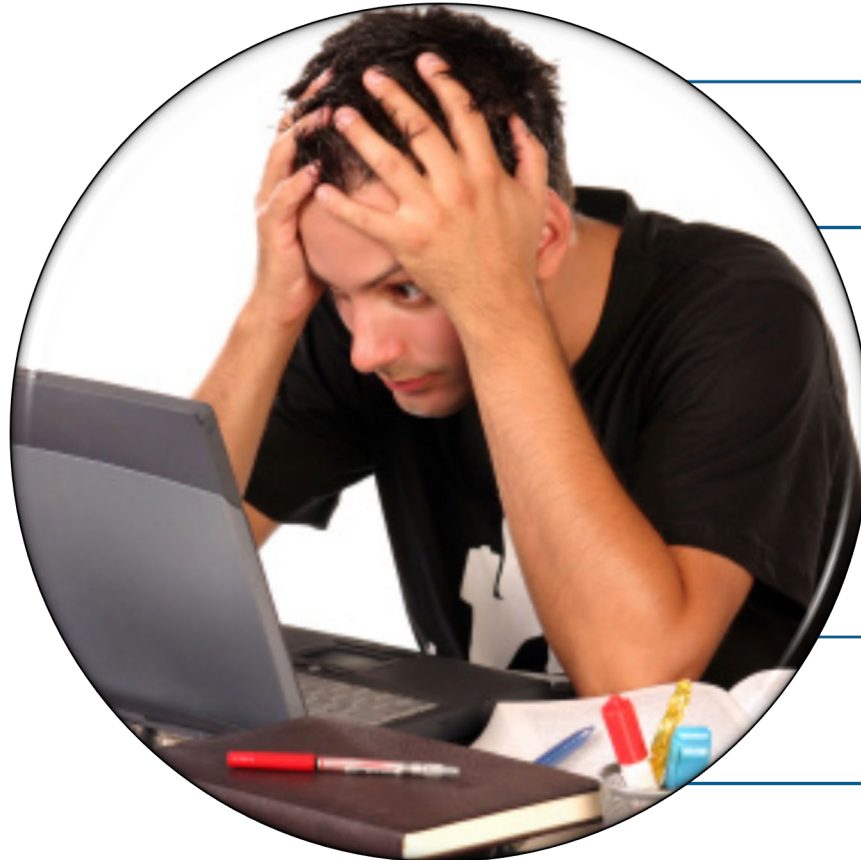
Features of the task vary



How writers differ



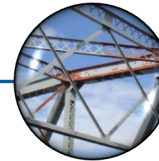
Challenges for adolescents with writing difficulties



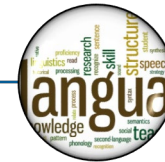
Understanding the source materials



Understanding the writing task



Understanding how to structure writing

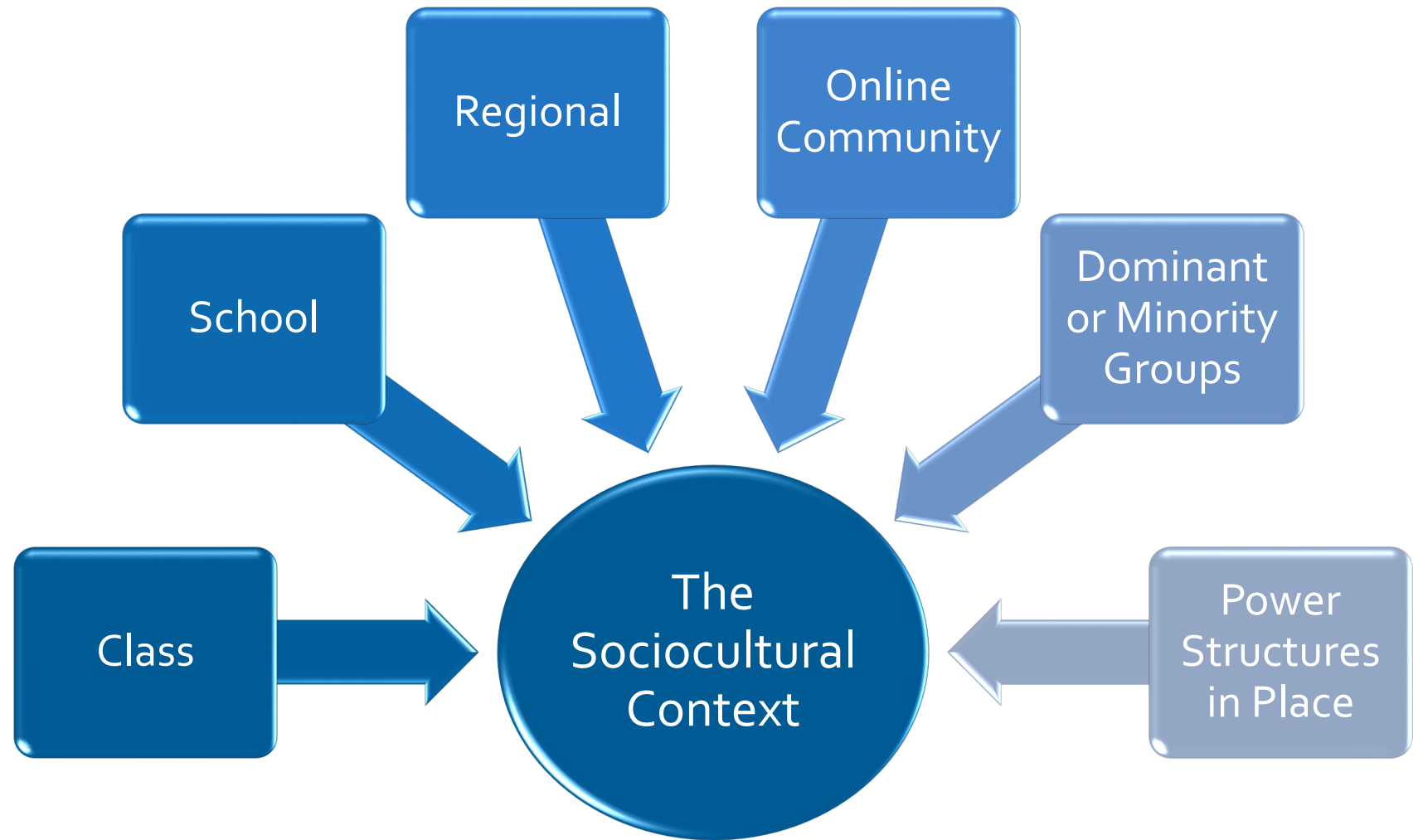


Effective use of language

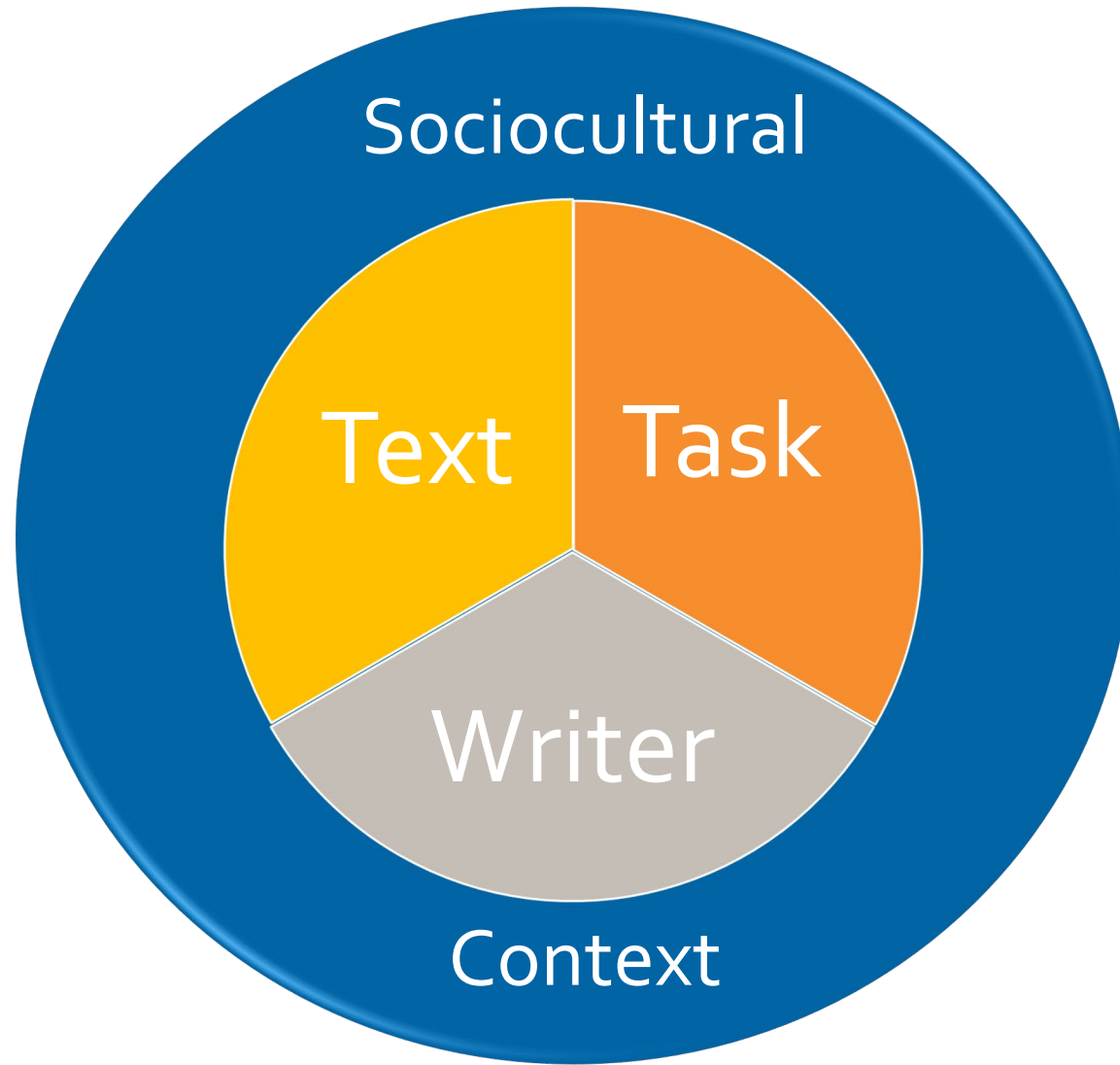


Low self-efficacy, high anxiety about writing

What is the sociocultural context?

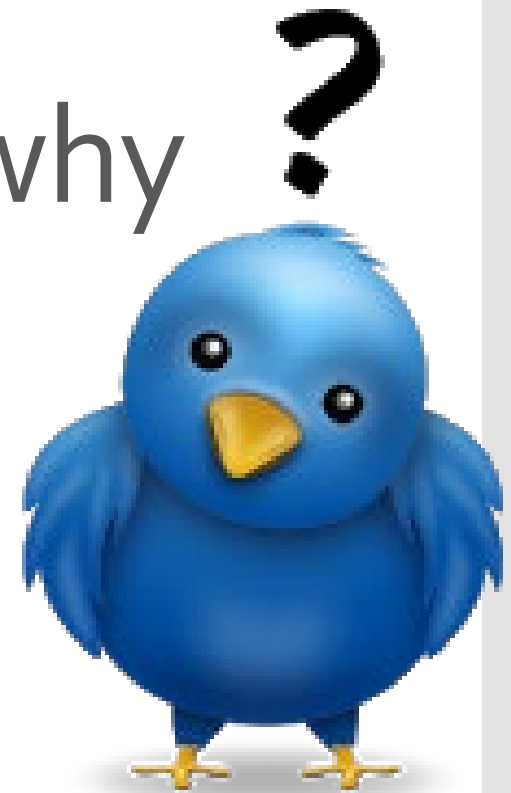


Putting it all together,
writing is complex

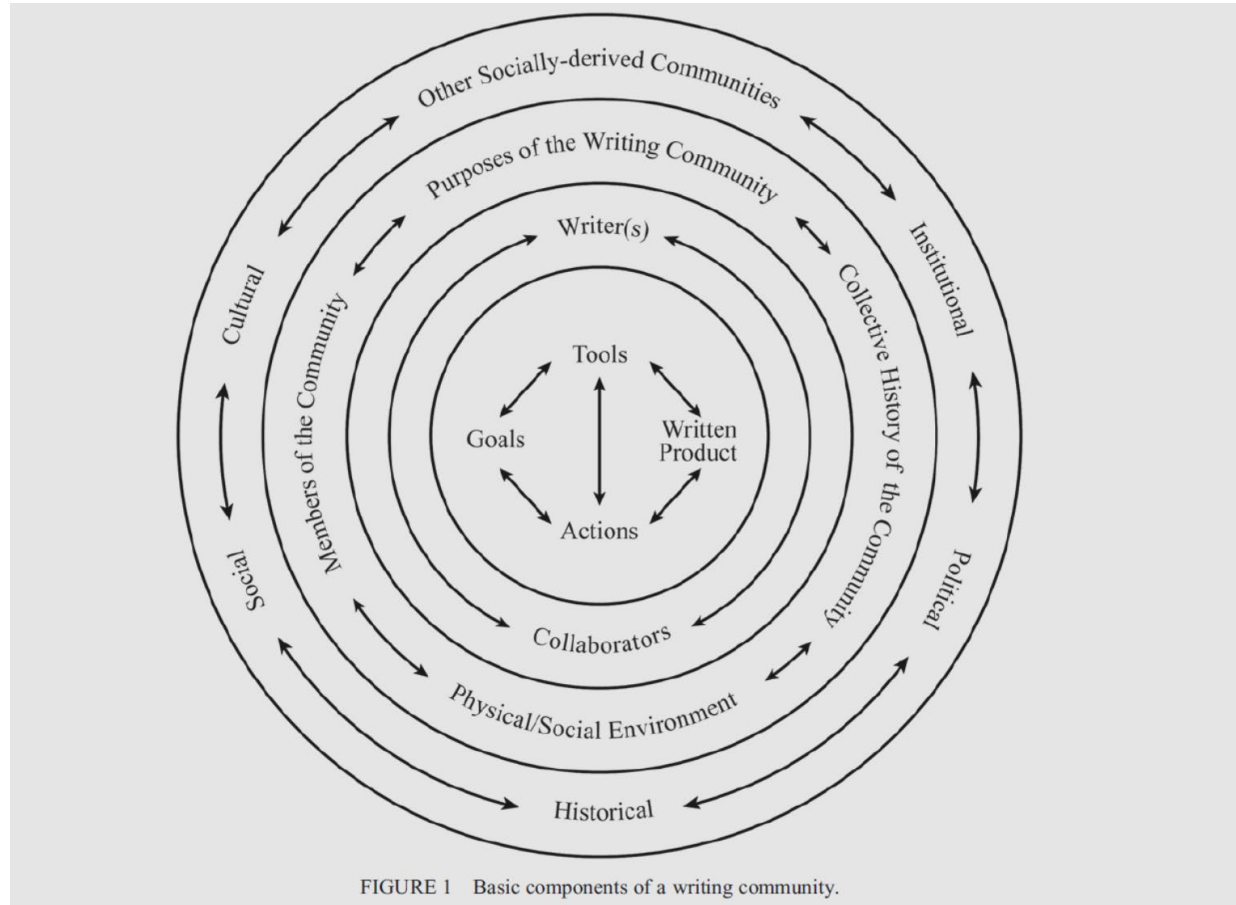


(adapted from RAND, 2002)

What is the Writers-
Within-Community of
Writing model? And why
does it matter?



Components of a writing community



Components of a writing community

At the core of the writing community, there are the shared goals, the tools used, what they write, and the typical practices



FIGURE 1 Basic components of a writing community.



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The writing community itself consists of the writers and collaborators



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How the writing community functions is influenced by its membership, its purpose and goals, its social and physical environment, and its collective history

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The writing community exists in a broader social, political, cultural, institutional context. These all influence the writing community itself.

How the writing community functions is influenced by its membership, its purpose and goals, its social and physical environment, and its collective history

FIGURE 1 Basic components of a writing community.



What does this mean for adolescents with writing difficulties?



We need to use tools that support the writing process

We need to support all students as writers by building relationships

We need to recognize the different communities and purposes for writing our students' engage

We need to make writing socially and culturally relevant for our students

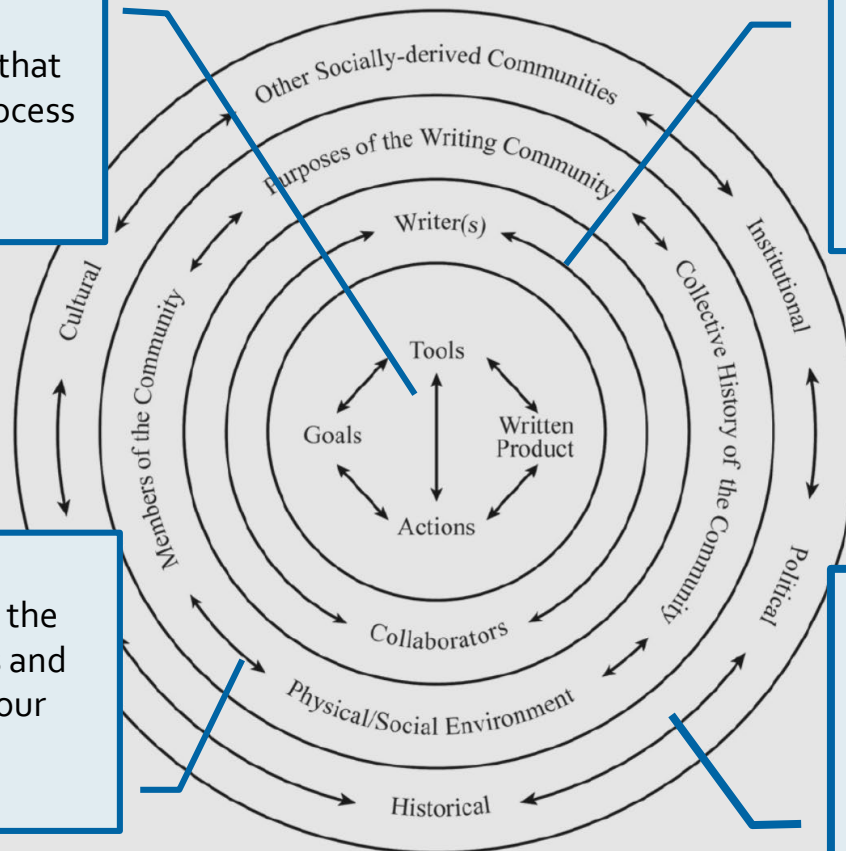


FIGURE 1 Basic components of a writing community.



I'm concerned about my students' writing development. Why should I worry about their social-emotional development?



How we hope
our youth
experience
school

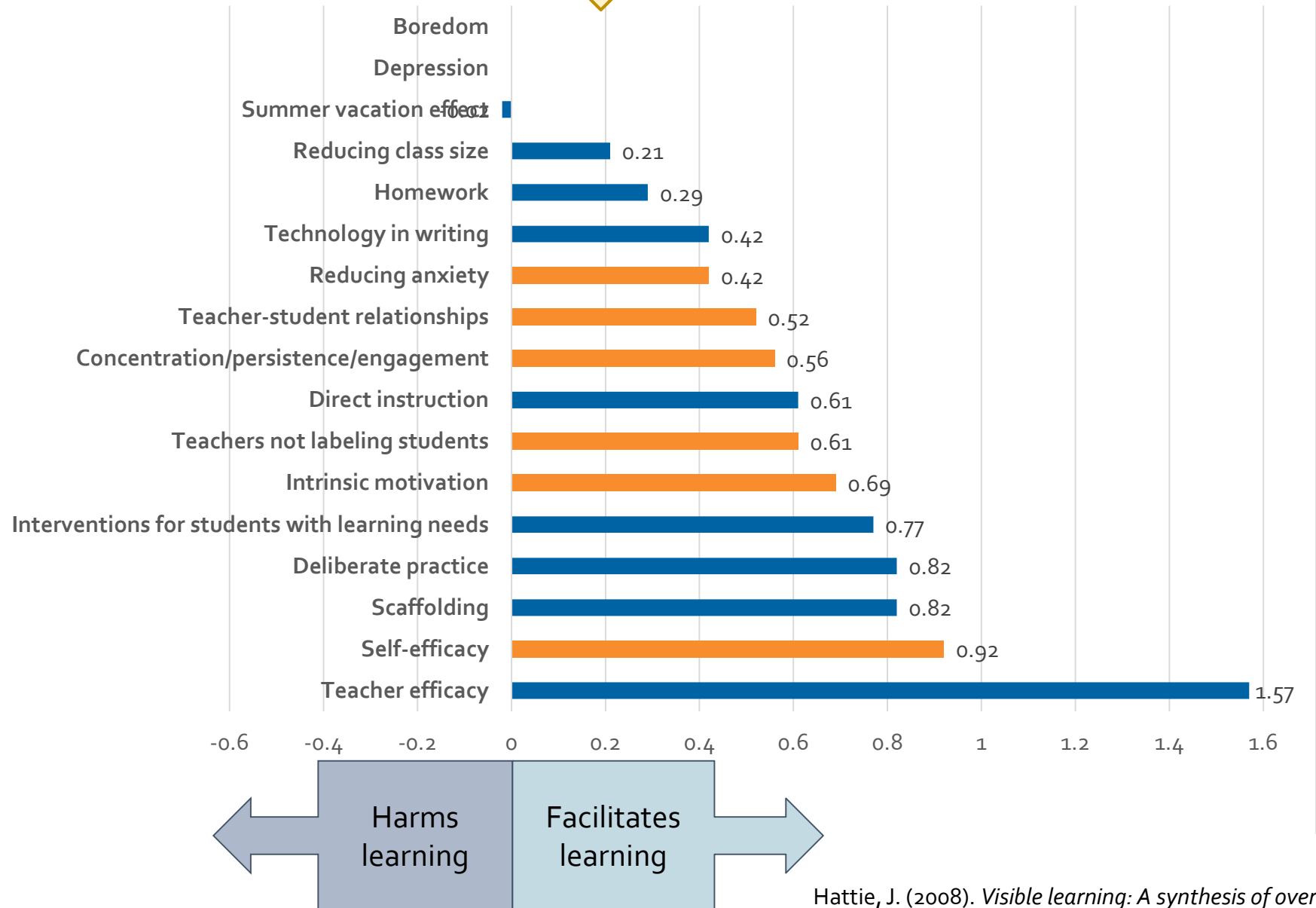


How our youth,
and those with
disabilities, may
experience
school



Factors that influence student learning

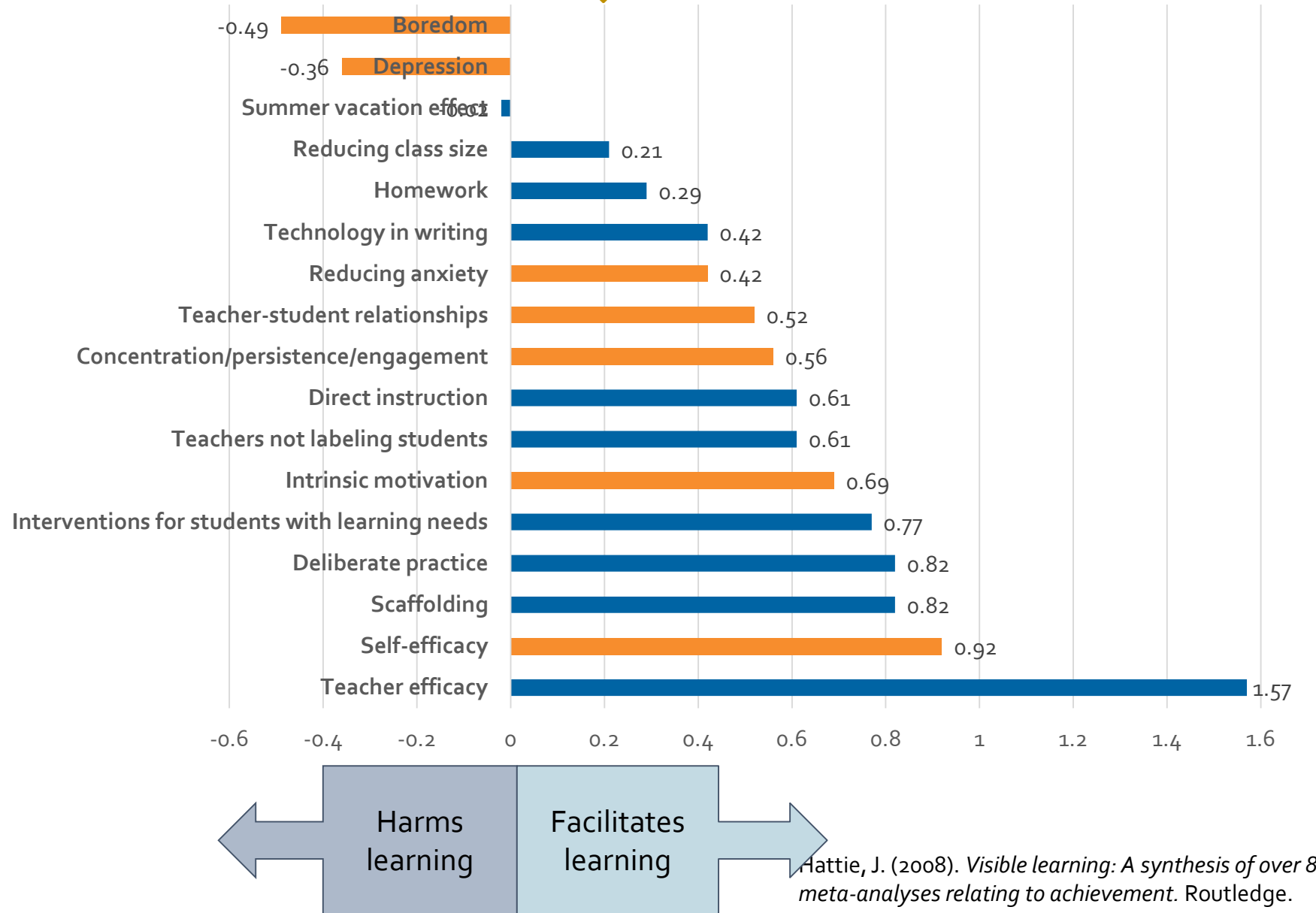
An effect size of 0.2 is considered meaningful



Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.

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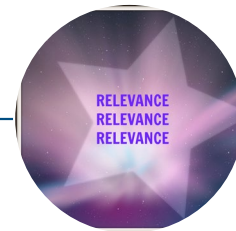
What do students need?



Relationships
with teachers



Opportunities
for success



Opportunities
to engage in
things that
are relevant

Building relationships with students who struggle

Relatedness

- Demonstrating interest in students' lives

Providing reliable structures and boundaries

- Creating consistent and equitable expectations and rules for interaction

Autonomous conditions

- Providing students choice

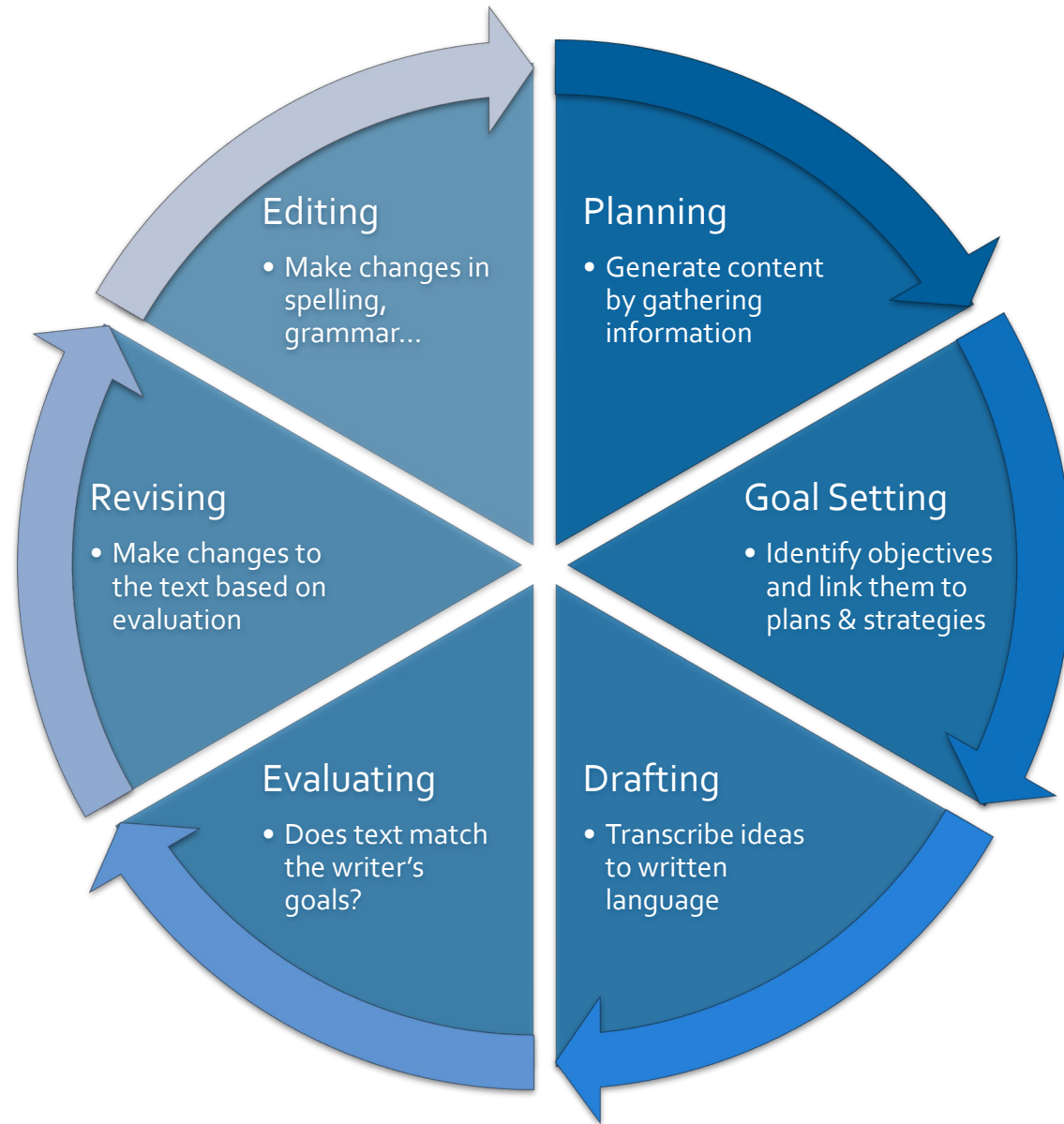
Optimism about students

- Communicating with students in your belief in them as learners and people

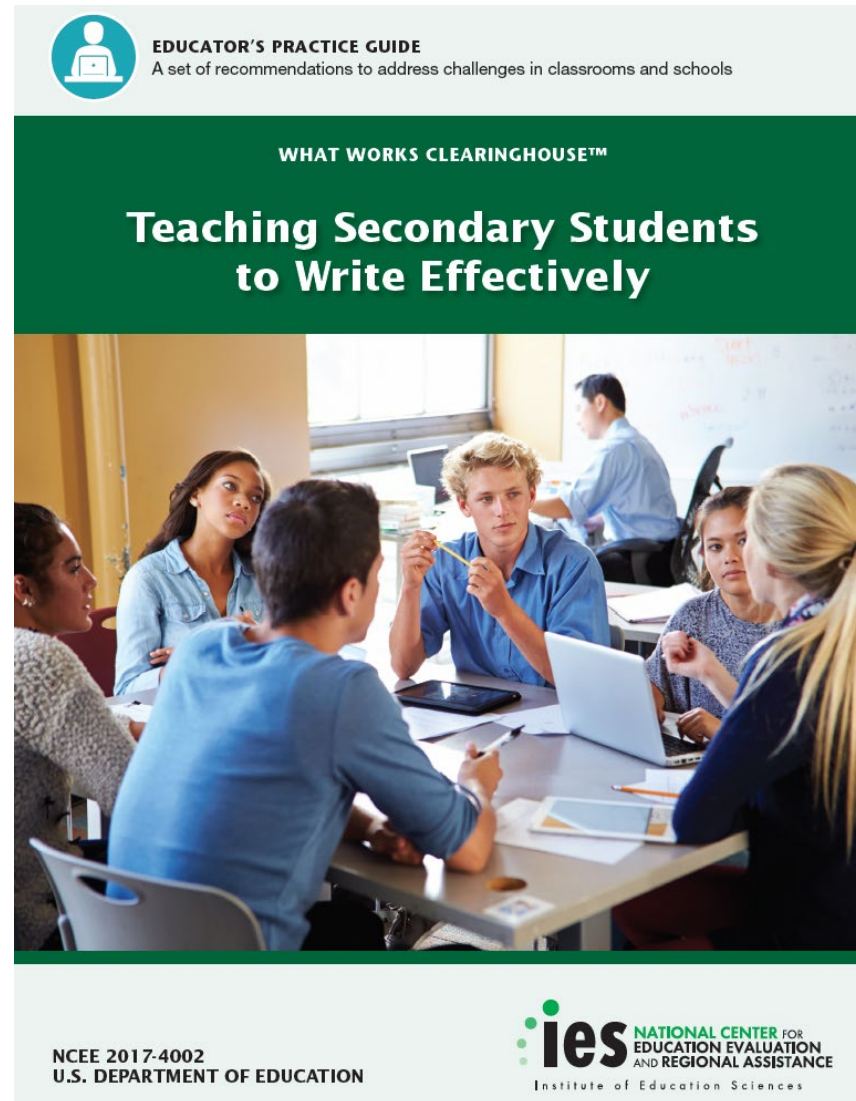
Emotional support

- Acknowledging feelings and providing support in processing emotions

Creating opportunities for student success with the writing process



Creating opportunities for success: The US Department of Education's Practice Guide



<https://sites.google.com/uci.edu/supporting-student-writing/mastering-the-writing-process>

Creating opportunities for success: Digital resources for teachers

UCI Supporting Student Writing

Mastering the Writing Process

How to Thrive with the Writing Process

Writing Process Overview

Thrivng With the WRITING PROCESS

Watch on YouTube

What is the writing process?

How can I use the writing process to do better in my class assignments?

Learn More About....

PLANNING GOAL EVALUATE

Planning Goal Setting Drafting Evaluating Revising Editing

WISE Writing Improvement for Students in Education

70°F Mostly sunny 12:28 PM 6/24/2021



<https://www.youtube.com/playlist?list=PLZYMNBIZ8RHvnTlbUmRSwV7zrNDZijhad>

Creating opportunities to engage in things students see as relevant:
Providing students choice

TEDx

x = independently organized TED





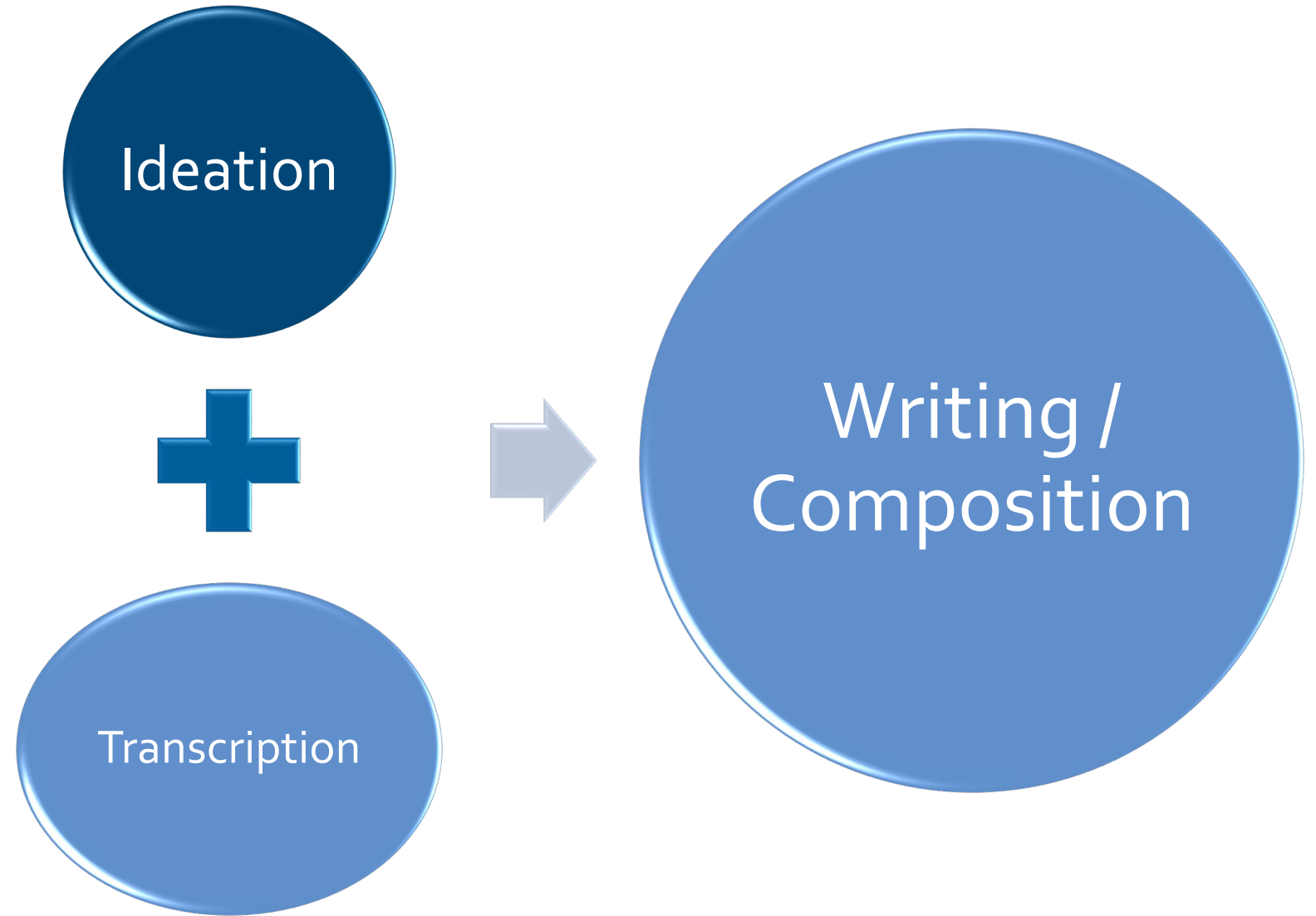
Supporting struggling writers using technology

First, a
caveat...

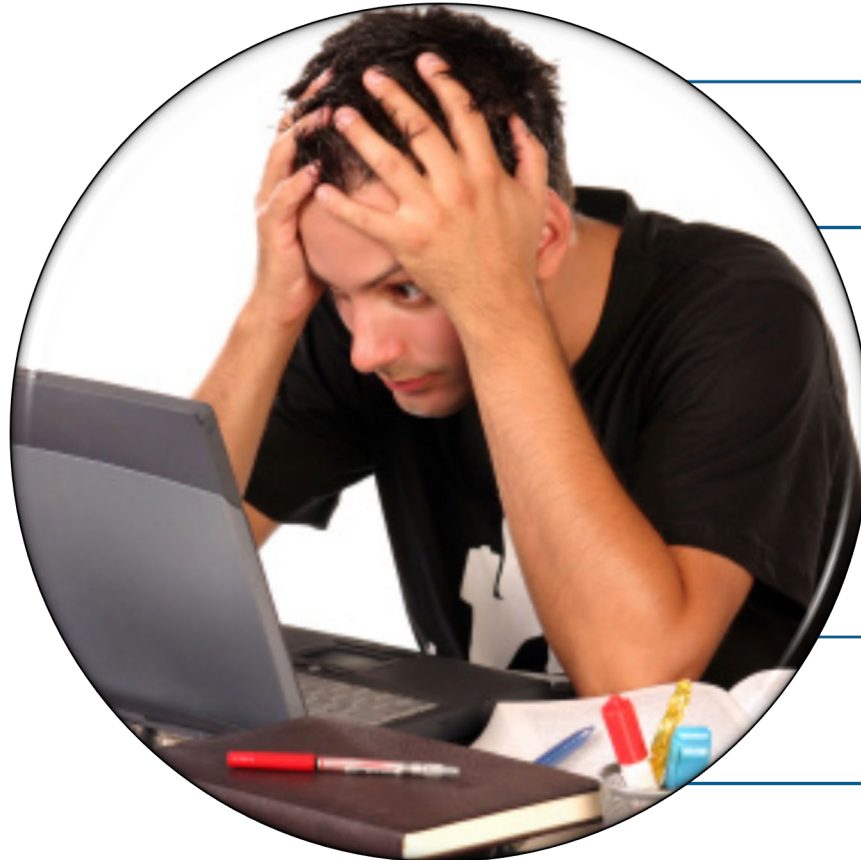


Technology alone is not the
answer.... It must be used to
serve your instructional
goals

How
multimedia
can support
engagement



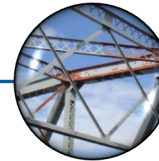
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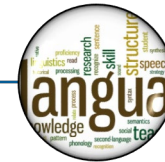
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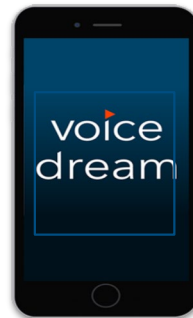


Effective use of language



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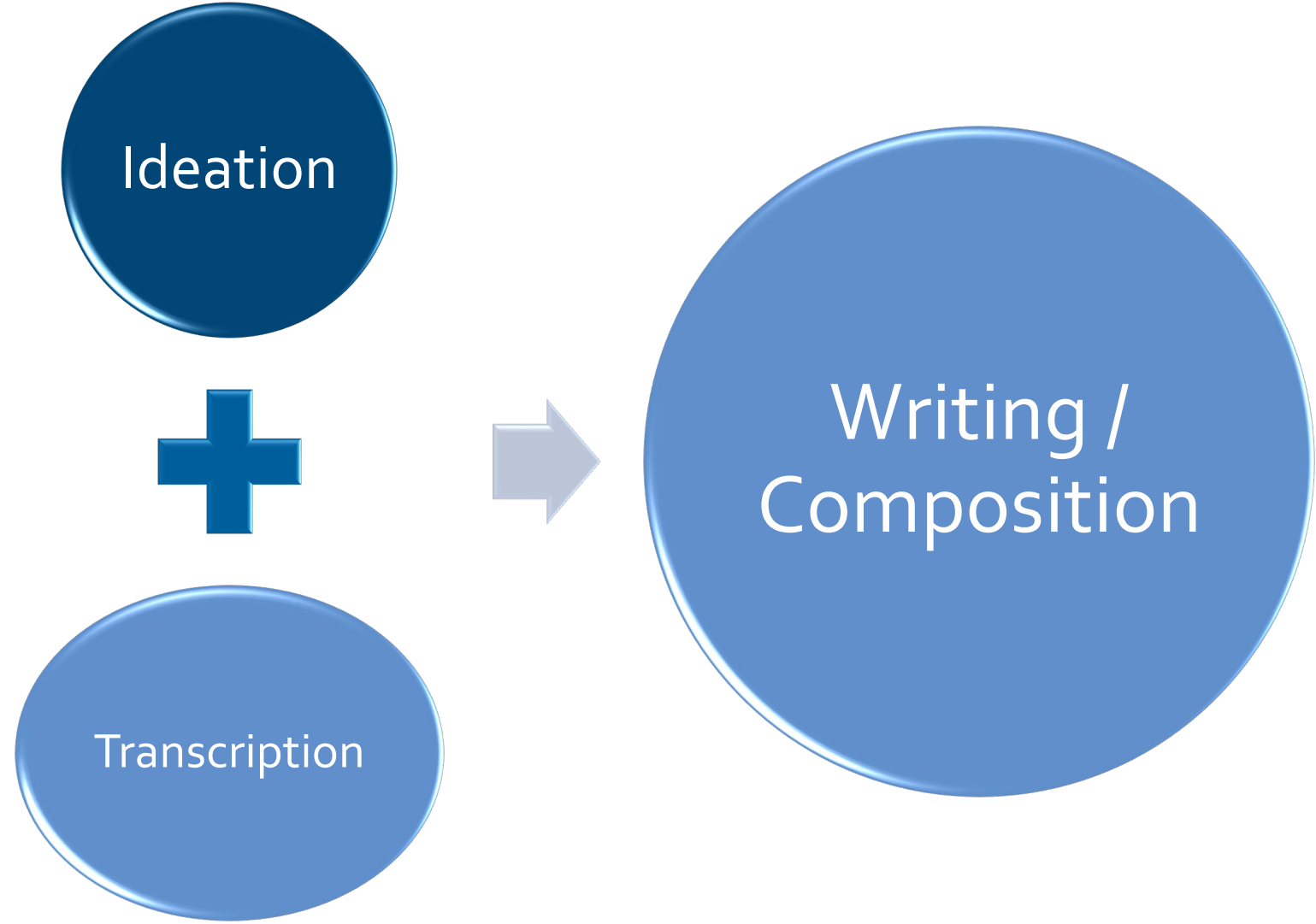
Challenge 1: Reading the texts



Read Aloud: A Text to Speech Voice Reader
Available through the Chrome Web Store



Challenge 2:
Typing and
spelling



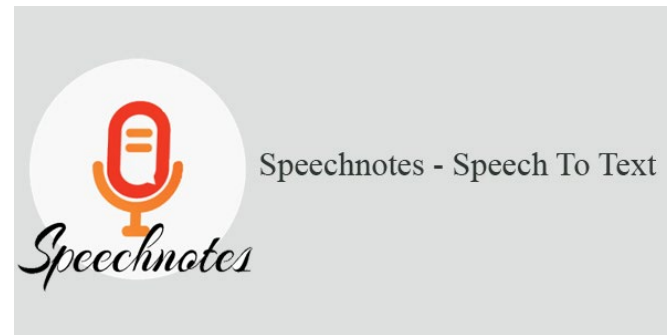
Challenge 2: Typing and spelling



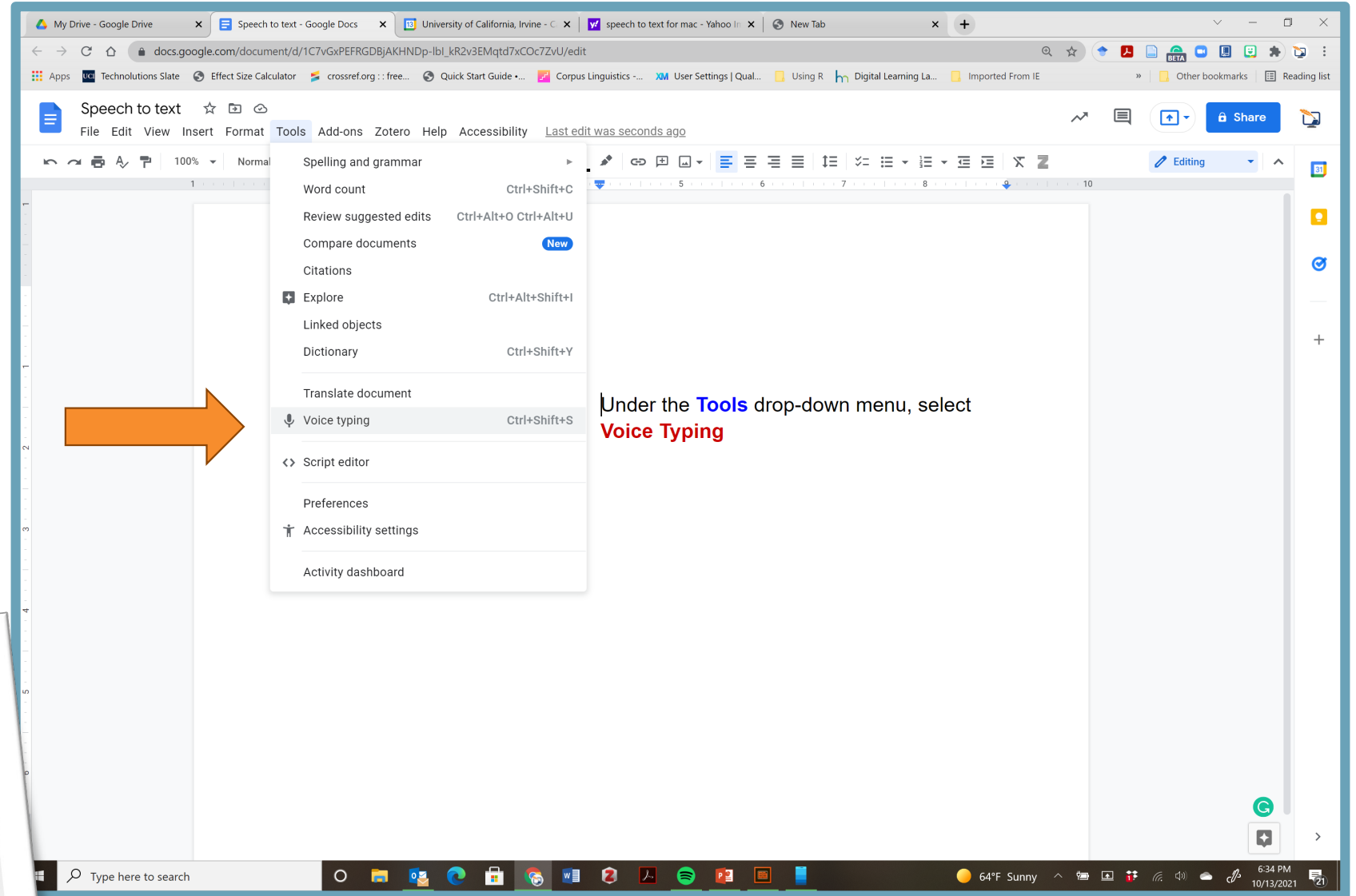
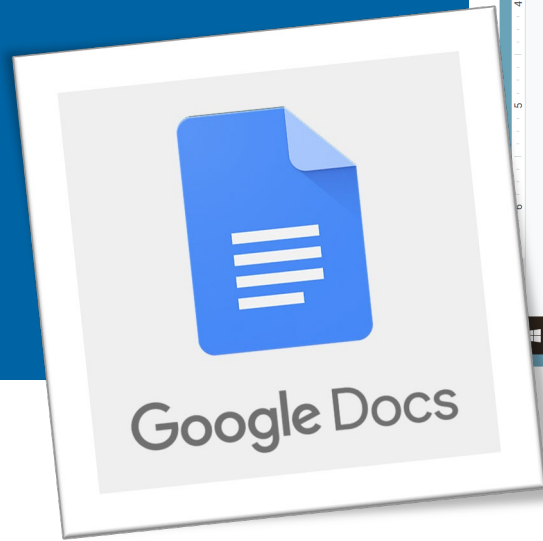
Dragon
Dictation



DRAGON



Challenge 2: Typing and spelling

A screenshot of a Google Docs document in a web browser. The "Tools" menu is open, showing options like "Spelling and grammar", "Word count", "Review suggested edits", "Compare documents", "Citations", "Explore", "Linked objects", "Dictionary", "Translate document", "Voice typing", "Script editor", "Preferences", "Accessibility settings", and "Activity dashboard". An orange arrow points from the left towards the "Voice typing" option. The browser's address bar shows the document URL, and the Windows taskbar is visible at the bottom with the time 6:34 PM on 10/13/2021.

Under the **Tools** drop-down menu, select **Voice Typing**

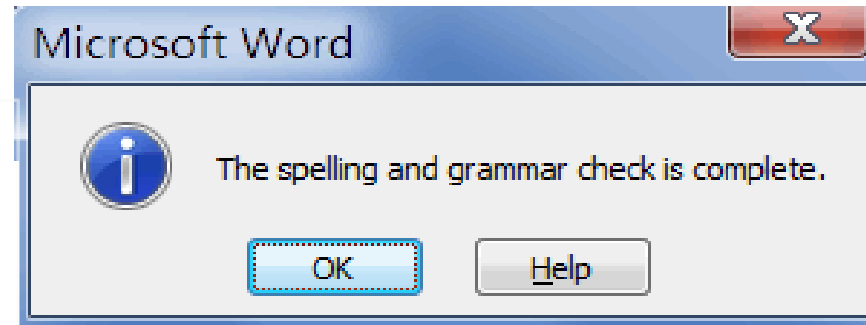
Challenge 3: Spelling and grammar

What if your teen only needs
help with spelling and
grammar?

Challenge 3: Spelling and grammar



grammarly.com



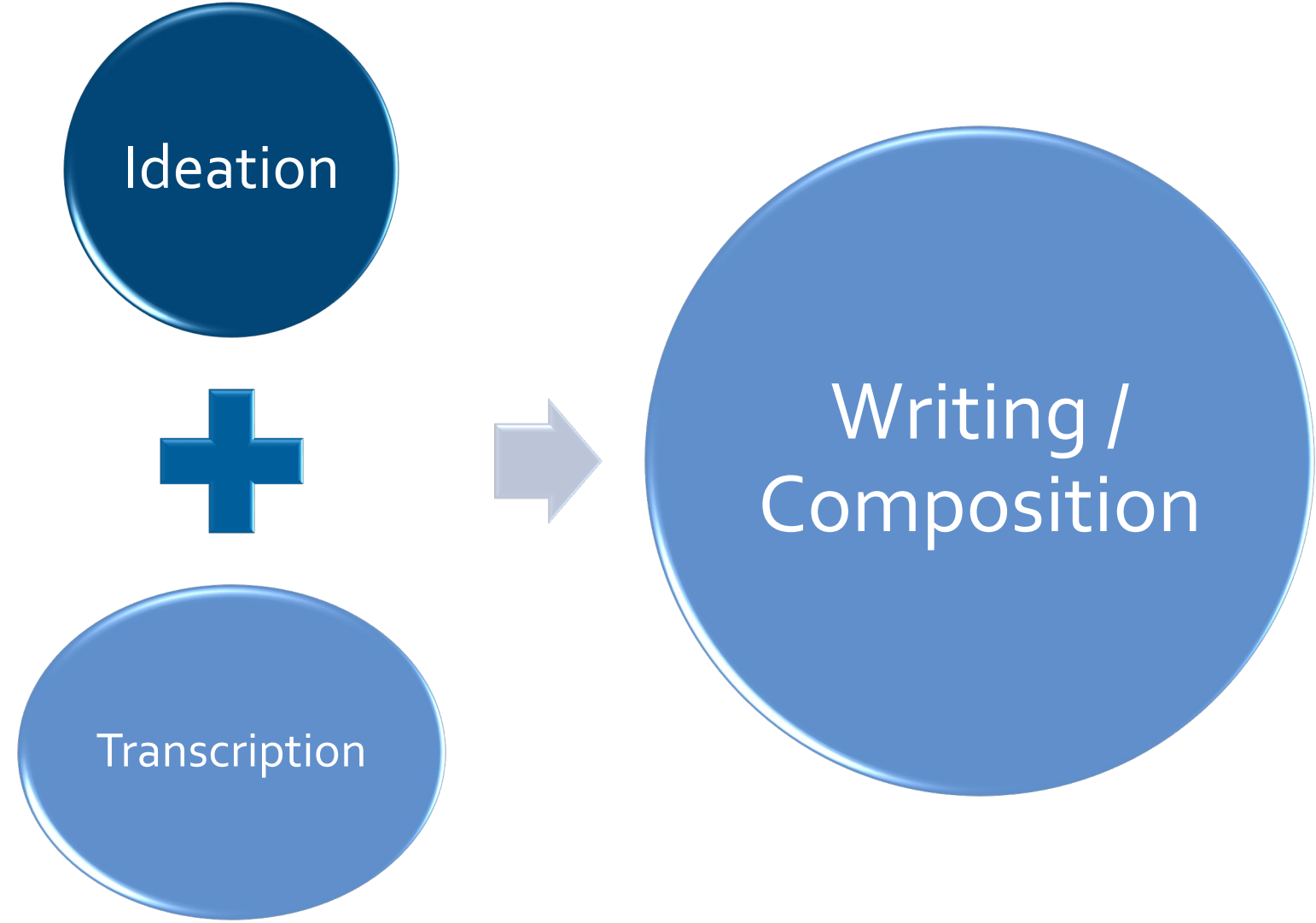
Language Tool



Challenge 4: Engaging students



How
multimedia
can support
engagement



Multimedia to support engagement

- Software:
 - Create comics or graphic novels with Pixton
 - <https://edu.pixton.com/solo/>
 - Create animated cartoons with Powtoon
 - powtoon.com

Create Comics



- Software:
 - Audacity is open-source, easy-to-use and compatible with iOS and Windows
 - <https://www.audacityteam.org/>

Create Podcasts



- Software:
 - Google Sites is free to students, and allows for individual and collaborative creations
 - www.sites.google.com

Create Websites

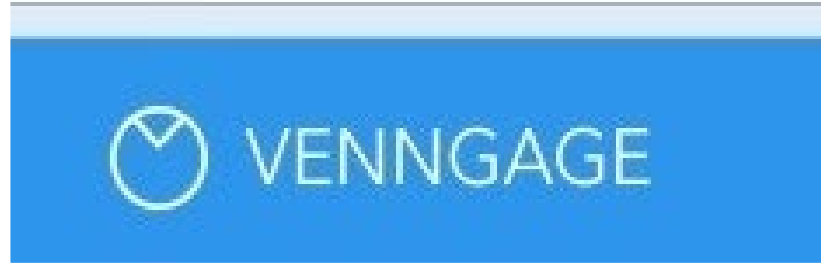
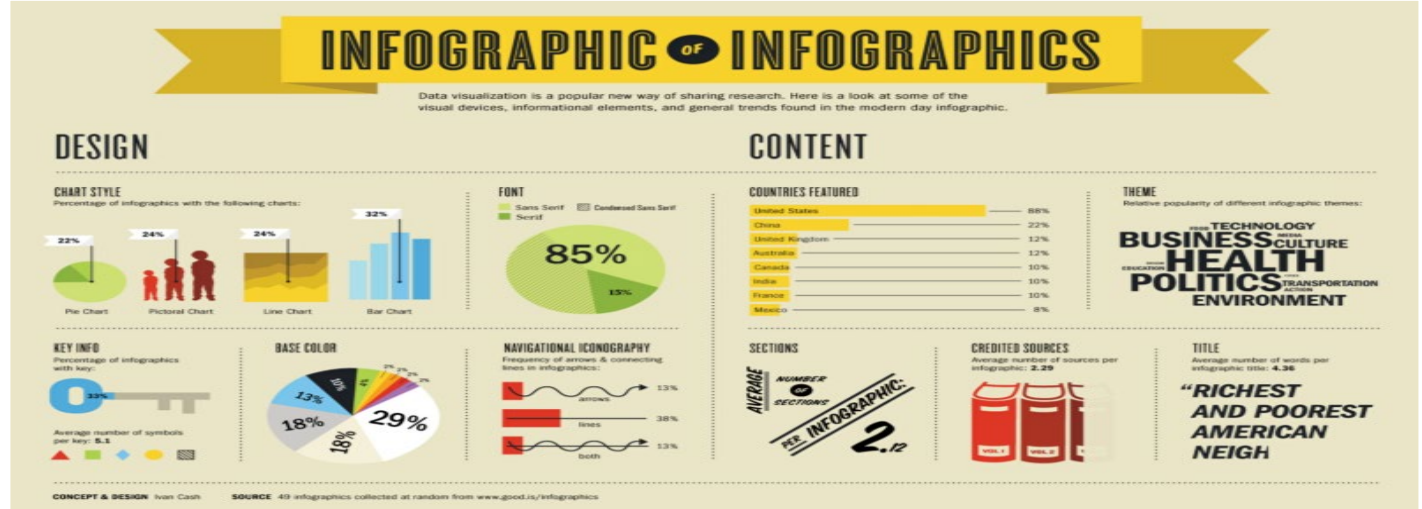


- Students can record videos on their phones, or borrow cameras from the UCI library
- Software for video editing:
 - VideoToolbox is free, cloud-based software
 - <http://www.videotoolbox.com/>

Create Videos



Using infographics to support writing



Using infographics to support writing

4 MEMORY BIASES THAT CAN HELP YOU CREATE UNFORGETTABLE ELEARNING

Our minds work in mysterious ways. There's a load of memory biases that influence the way we retain and recall information, so why not take advantage of these to create eLearning that won't be forgotten?

- 1 Bizarreness Effect**


If something jumps out at you on a page, you are going to remember it. A man in a suit is forgettable, but a fish in a suit? That will stick with you for a while.

Strange, unusual and extraordinary information is easier to retain, so make your most important information stand out.
- 2 Humour Effect**


If something makes us crack a smile, it won't be forgotten anytime soon. If there isn't a giggle, there is a better chance you will forget it.

Make people laugh and they'll remember more and have a damn good time.
- 3 Generation Effect**

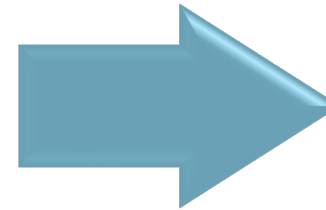

Coming to conclusions through our own experiences are the moments that really stick in our mind. Information handed to us on a plate? Not so much.

Create the sense that users are driving their own learning experience, not being spoon-fed the information.
- 4 Picture Superiority Effect**


We can recall visuals easily so information through pictures and infographics (like this one) aren't going to be forgotten quickly. However, large slabs of text will be.

Provide people with visual aids to enhance their knowledge retention.

PURE learning
Putting the learning back into eLearning
www.purelearning.com.au



What students say

Writing longer papers tends to be intimidating, but the infographic *helped shape the paper* and it made me *feel confident* going into the research paper.

My main points were easily displayed, clear organization appeared.

I had all my points down. Most of the little descriptive sentences I wrote for the infographic were used in my essay to start my paragraphs off.

It was a lot of fun.



Some final thoughts ...

Your teens are
capable and
have great
ideas



Let your
instructional
goals guide the
technology
you choose



Thank you

Penelope Collins, Ph.D.

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<https://sites.google.com/uci.edu/penelopecollins/home>

<https://sites.google.com/uci.edu/supporting-student-writing/mastering-the-writing-process>

<https://www.youtube.com/playlist?list=PLZYMNBIZ8RHvnTlbUmRSwV7zrNDZijhad>

